Reviewer
CP#
8041

Please enter your Legal Entity number:
LE
0776

Please enter your School Code
SC
0000

Are all profile components present?
⦿ Yes
○ No

Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.
⦿ Yes
○ No

Academic Performance - Indian Education for All and American Indian Achievement:
☐ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
☑ Satisfactory answer
☐ Response does not address the question
☐ Answer is too general / Please be more specific or expand upon your answer
☐ Answer does not address Indian Education for All
☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Efficiency - Are all components present?
⦿ Yes
○ No

Efficiency - Indian Education for All and American Indian Achievement:

- ☐ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☑ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Learning Environment - Are all components present?

- ◉ Yes
- ○ No

Mathematics - Are all components present?

- ◉ Yes
- ○ No

Mathematics - Measurable Objectives:

- ☑ Measurable objective clearly articulates the relationship to school/district goals.
- ☐ Measurable objective contains necessary components for all levels of system (students, teachers, leaders).
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Multiple tools are listed to gather data for measurable objectives.

Mathematics - Identified Strategies:

- ☐ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☐ Strategies are measurable.
- ☐ Method, materials, and timeframe for implementing strategies are indicated.
- ☐ Strategies are based on realistic expectations.
- ☑ Mathematics identified strategies are unclear and/or lacks specificity.
- ☐ Mathematics identified strategies do not support stated goal.

Mathematics - Professional Development:

- ☐ Ongoing and sustainable professional development is evident.
- ☐ Needs assessment drives professional development.
- ☐ Follow-up plan is included for continued professional development throughout the year.
- ☐ Topics or content of professional development matches goal and strategies.
- ☐ Commitment to plan and its components is evident.
- ☐ The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- ☐ Evaluation of the student data is used to assess the impact of professional development.
- ☑ Mathematics professional development goal is unclear and/or lacks specificity.
- ☐ Mathematics professional development goal does not support stated goal.

Reading - Are all components present?

- ◉ Yes
- ○ No

Reading - Measurable Objectives:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☑ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

Reading - Identified Strategies:

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☐ Identified strategies are generalized.
- ☑ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

Reading - Professional Development:

- ☑ Professional development goal needs to be more specific: what, when, and who.
- ☐ Professional development goal is missing.
- ☐ Consider professional development that is directly correlated to yearly goal.
- ☐ It would be advantageous to report data on impact of professional development and the number of teachers that have participated or will participate in professional development.
- ☐ Consider evaluating the student data to assess the impact of professional development.

Curriculum Development - Are all components present?

- ◉ Yes
- ○ No

Curriculum Development: (District)

- ☐ Curriculum development goal is measurable.
- ☑ Curriculum development goal is not measurable.
- ☐ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☑ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ The communication arts standards were revised in 2010, consider that in curriculum review.

Other #1 - Are all components present?

- ◉ Yes
- ○ No

Other - #1:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☑ Measurable objective contains all necessary components.
- ☑ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☑ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Identified strategies are focused on standards based instruction and resources.
- ☑ Identified strategies to reach goal are focused and clear.
- ☐ Identified strategies to reach goal are not based on data.
- ☐ Identified strategies are generalized.

Other #2 - Are all components present?

○ Yes

◉ No

What other components are missing?

N/A

Do you want to complete the additional Title I questions?

◉ Yes

○ No

Is this school a Schoolwide Title I school?

◉ Yes

○ No

Is this school identified for improvement?

◉ Yes

○ No

School Identified for Improvement - A.Instructional Program:

◉ Satisfactory answer

○ Insufficient answer/ Respond to question

○ Response does not address the question

○ Answer is too general /Please be more specific or expand upon your answer

○ Improvement Supplement is missing

School Identified for Improvement - B.High Quality Staff and Professional Development:

◉ Satisfactory answer

○ Insufficient answer/ Respond to question

○ Response does not address the question

○ Answer is too general /Please be more specific or expand upon your answer

○ Improvement Supplement is missing

Is the school identified for corrective action?

◉ Yes

○ No

School Identified for Corrective Action - A.Instructional Program:

- ◉ Satisfactory answer
- ○ Insufficient answer/ Respond to question
- ○ Response does not address the question
- ○ Answer is too general /Please be more specific or expand upon your answer
- ○ Improvement Supplement is missing

School Identified for Corrective Action - B.High Quality Staff and Professional Development:

- ◉ Satisfactory answer
- ○ Insufficient answer/ Respond to question
- ○ Response does not address the question
- ○ Answer is too general /Please be more specific or expand upon your answer
- ○ Improvement Supplement is missing

Is the school identified for restructuring?

- ◉ Yes
- ○ No

School Identified for Restructuring - A. Instructional Program:

- ◉ Satisfactory answer
- ○ Insufficient answer/ Respond to question
- ○ Response does not address the question
- ○ Answer is too general /Please be more specific or expand upon your answer

School Identified for Restructuring - B.High Quality Staff and Professional Development:

- ◉ Satisfactory answer
- ○ Insufficient answer/ Respond to question
- ○ Response does not address the question
- ○ Answer is too general /Please be more specific or expand upon your answer
- ○ Improvement Supplement is missing